

# LIS Anti-bullying and Harassment Policy



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## INTRODUCTION

In accordance with our Statement of Principles, LIS is committed to creating “a safe and stimulating learning environment”<sup>i</sup> in which all of its members can achieve their full potential.

Therefore, the school encourages positive working relationships, based on respect, and is committed to the prevention of bullying and harassment. At the same time, we acknowledge that relationships can be difficult and that resilience is a necessary quality when facing life’s realities. We seek to build students’ resilience, so that they are well equipped to meet life’s challenges, with confidence.

This policy is addressed to all students, their parents/guardians, members of staff and volunteers and applies to the whole school community.

## AIMS

In dealing with bullying/harassment or aggression, we undertake to:

1. Take all allegations seriously;
2. Seek to prevent suffering;
3. Develop strength and resilience (through social/emotional education);
4. Support those in need of support;
5. Find long-term solutions.

## DEFINITIONS

Differentiation must be made between “bullying/harassment” and “aggression”<sup>ii</sup>. “Bullying/harassment” suggests deliberate action, repeated over time, whereas “aggression” may be an uncontrolled impulse, which is neither deliberate, nor repeated over time.

Further differentiation must be made between people having disagreements/coming into conflict, on the one hand, and bullying/harassment, on the other.

When dealing with allegations, terms associated with bullying should be avoided, as “bully language”<sup>iii</sup> can lead to labelling, which can have a detrimental effect on those who have been labelled (as a “bully” or “victim/target”)<sup>iv</sup>.

This policy has been written for the adult audience of staff and parents. Students should be directed to the accompanying pamphlets: “Sticks and Stones” (Primary) or “Aggression, Bullying and Resilience” (Secondary).

Though labelling language needs to be avoided when dealing with allegations, clarity of expectation<sup>v</sup> is vital in creating and maintaining a safe and secure environment. For this reason, it is important that all members of the community are aware of the following definitions:

**Resilience** can be defined as:

- “The psychological ability to bounce back, overcome adversity and deal with the many challenges of life.”<sup>vi</sup>

**Aggression** can be defined as:

- “Feelings of anger or antipathy resulting in hostile or violent behaviour.”<sup>vii</sup>

**Bullying** can be defined as:

- “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”<sup>viii</sup>

**Harassment** can be defined as:

- “The act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands.”<sup>ix</sup>

***For definitions of individual types of bullying/harassment, see “Appendix A”.***

## **DEALING WITH ALLEGATIONS OF BULLYING, HARASSMENT OR AGGRESSION**

All allegations will be taken seriously. Incidents will be dealt with on a case-by-case basis, in accordance with the following principles:

- Avoidance of “Bully language” (& labelling)<sup>x</sup> while investigating allegations
- Understanding that broad definitions of bullying can inhibit resilience and encourage “victimhood”<sup>xi</sup>
- Avoidance of behaviour expectations beyond a child's/young person's developmental capacity<sup>xii</sup>
- Avoidance of a “fixed mind-set”<sup>xiii</sup>
- Tackling bullying/harassment or aggression through “GRIT”:
  - **Growth Mind-set**  
a perspective that allows us to think flexibly about interpersonal problems, believing in the promise and power of change and resilience, where failure is an action, not an identity<sup>xiv</sup>
  - **Responding, rather than reacting**  
“Responding [...] is the ability to tolerate strong and disturbing emotions and situations and taking the time to think things through”<sup>xv</sup>
  - **Intervention**  
“discerning when and how to intervene, and what is the appropriate discipline needed”<sup>xvi</sup>
  - **Teaching**  
“to be instructed specifically on resilience, seeking support, and managing adversity”<sup>xvii</sup>

## Appendix

Type		Definition	Examples
<b>Direct Bullying</b> <sup>xviii</sup>	Physical	<ul style="list-style-type: none"> <li>This is a direct form of bullying/harassment which involves physically hurting someone</li> </ul>	<ul style="list-style-type: none"> <li>Hitting/kicking/pinching</li> <li>Spitting</li> </ul>
	Verbal	<ul style="list-style-type: none"> <li>This is a form of bullying/harassment, in which hurtful language is directed towards someone</li> </ul>	<ul style="list-style-type: none"> <li>Name-calling</li> <li>Inappropriate or offensive comments</li> <li>Threatening to cause harm</li> </ul>
<b>Indirect Bullying</b>	Social	<ul style="list-style-type: none"> <li>Indirect bullying/harassment is a form of social aggression, which has the intention of socially isolating a person, through undermining their reputation or social/professional standing.</li> </ul>	<ul style="list-style-type: none"> <li>Spreading gossip/rumours</li> <li>Exclusion from social groups: isolation, ignoring, “blanking”</li> <li>Manipulating a third party to bully or harass</li> <li>Indirect but intimidating behaviour – looks, gestures, laughter on approach etc.<sup>xix</sup></li> </ul>
<b>Cyber-bullying</b>		<ul style="list-style-type: none"> <li>“Cyber-bullying” is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted more than once by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. (When adults are involved, it becomes “Cyber-stalking”)</li> </ul>	<p><b>Direct attacks</b> (messages sent to students directly):</p> <ul style="list-style-type: none"> <li>Instant messaging/texting</li> <li>Stealing passwords</li> <li>Blogs/websites</li> <li>Pictures (E-mail/cell phones)</li> <li>Internet polling<sup>xx</sup> or trolling<sup>xxi</sup></li> <li>Sending malicious code<sup>xxii</sup></li> <li>Sending pornography/Junk Mail</li> <li>Impersonation</li> </ul> <p><b>Cyber-bullying by proxy</b> (using others to help attack the target). Cyber-bully:</p> <ul style="list-style-type: none"> <li>alerts the ISP<sup>xxiii</sup> that the victim has done something that violates internet rules (as a result the target can lose their account)</li> <li>poses as the target (&amp; sends out hateful or rude messages)</li> <li>changes the target's password so they can't access account</li> <li>posts information about,</li> </ul>

		or poses as, their target, in hate group chat rooms
<b>Racist</b>	<ul style="list-style-type: none"> <li>• Racist bullying/harassment is aimed at someone specifically because of their race, ethnic background, skin-colour, religion, culture or customs.</li> <li>• A racist incident is defined as “any incident which is <i>perceived</i> to be racist by the victim or any other person”<sup>xxiv</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Physical or verbal abuse on the basis of race, ethnicity, skin-colour, religion, culture or customs</li> <li>• Name calling or racist gestures</li> <li>• Producing racist graffiti</li> </ul>
<b>Ageist</b>	<ul style="list-style-type: none"> <li>• Ageist bullying/harassment is unwanted conduct aimed at someone because of their age</li> </ul>	<ul style="list-style-type: none"> <li>• Abuse/unfair treatment on the basis of age</li> </ul>
<b>Sexist/Sexual/ Sexual Orientation</b>  (homophobic/ transphobic)	<ul style="list-style-type: none"> <li>• Sexist: aimed at someone because of their gender</li> <li>• Sexual: occurs in connection with sex</li> <li>• Homophobic/transphobic: against a person who is lesbian, gay, bisexual or transgender (LGBT) or perceived to be so</li> </ul>	<ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Unwanted sexual contact</li> <li>• Sexual/ homophobic/ transphobic gestures</li> <li>• Offensive sexual comments (including use of the word “gay” as an insult)</li> </ul>
<b>Disability/ Special Needs</b>	<ul style="list-style-type: none"> <li>• Bullying/harassment of this kind includes a range of hurtful behaviours that make a person feel unwelcome, marginalised, excluded or powerless, because of their disability or special need</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation, where the target is being controlled</li> <li>• “Conditional friendship” (friendliness alternated with bullying)</li> <li>• When features of someone’s condition are used to bully them</li> </ul>
<b>Appearance/Body Shape</b>	<ul style="list-style-type: none"> <li>• This is when someone is bullied because they look different (e.g. hair colour, glasses, body shape)</li> </ul>	<ul style="list-style-type: none"> <li>• Teasing/taunting</li> <li>• Name calling</li> <li>• Producing nasty graffiti</li> </ul>
<b>Family Circumstances</b>	<ul style="list-style-type: none"> <li>• Bullying/harassment on the grounds of family circumstances occurs when someone's family, home or financial situation is targeted (e.g. in the case of young carers/students on reduced fees)</li> </ul>	<ul style="list-style-type: none"> <li>• Physical or verbal abuse on the basis of home, family or financial situation</li> <li>• Spreading gossip/ rumours about someone's personal circumstances</li> </ul>
<b>Personal/ School Property</b>	<ul style="list-style-type: none"> <li>• Bullying/harassment of this type occurs when personal or school property is used as a means, to bully, harass or intimidate someone</li> </ul>	<ul style="list-style-type: none"> <li>• Taking, stealing or damaging property</li> <li>• Extortion (obtaining something, through force or threats)</li> </ul>

## CROSS REFERENCES

- LIS Statement of Principles
- LIS Professional Standards
- LIS Child Welfare/Protection Policy
- LIS Behaviour Policy
- LIS Acceptable Use of ICT and the Virtual World Policy
- IB Learner Profile

## REFERENCES

### Books:

- “Bully Nation”, Susan Eva Porter, Paragon House, 2013
- “Arresting violence: A resource guide for schools and their communities”, Peter N. Ross, Ontario Public School Teachers’ Federation, 1998

### Internet Resources:

- [www.oxforddictionaries.com](http://www.oxforddictionaries.com)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.law.com](http://www.law.com)
- [www.stopbullying.gov](http://www.stopbullying.gov)
- [www.kidscape.org.uk](http://www.kidscape.org.uk)
- [www.bullying.about.com](http://www.bullying.about.com)
- [www.cps.gov.uk](http://www.cps.gov.uk)
- [www.ageuk.org.uk](http://www.ageuk.org.uk)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.childline.org.uk](http://www.childline.org.uk)

## ENDNOTES

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<sup>i</sup> LIS Statement of Principles: Core Objective 1

<sup>ii</sup> “Bully Nation”, Susan Eva Porter, 2013, page 1

<sup>iii</sup> Ibid, p.1

<sup>iv</sup> Ibid, p. 8

<sup>v</sup> Ibid, p. 178

<sup>vi</sup> Ibid, p. 64

<sup>vii</sup> [www.oxforddictionaries.com](http://www.oxforddictionaries.com)

<sup>viii</sup> UK “Anti-Bullying Alliance”

<sup>ix</sup> US Legal Dictionary Law.com, provided by ALM (“American Lawyer Media”)

<sup>x</sup> “Bully Nation”, Susan Eva Porter, 2013, p. 1

<sup>xi</sup> Ibid, p. 45

<sup>xii</sup> Ibid, p. 115

<sup>xiii</sup> Ibid, p. 38

<sup>xiv</sup> Ibid, p. 38 & p. 142

<sup>xv</sup> Ibid, p. 142

<sup>xvi</sup> Ibid, p. 142

<sup>xvii</sup> Ibid, p. 142

<sup>xviii</sup> [www.stopbullying.gov](http://www.stopbullying.gov)

<sup>xix</sup> “Arresting violence: A resource guide for schools and their communities”, Peter N. Ross, 1998, page 39. & Department for Children, Schools and Families Safe to Learn: “Embedding anti-bullying work in schools”

<sup>xx</sup> “Polling”: Creating an opportunity to vote online on insulting topics about the target

<sup>xxi</sup> “Trolling”: Using social media to leave insulting (and usually anonymous) comments

<sup>xxii</sup> “Malicious code”: Sending viruses or spyware to cause malicious damage

<sup>xxiii</sup> “ISP”: “Internet Service Provider”

<sup>xxiv</sup> “UK CPS”: “Crown Prosecution Service”